

September 1, 1993

Assumptions

Goals - learning

Performance or Effort

A or 4.0

B but retain information

1. connection (relationship of ideas)

2. transfer (moving information from original context/course)

VIDEO NOTES:

Immigrants from Central/South America & Asia - Immigrant Children

1. intro - Freda Zom - "Coming Across" Carol King

2. Asian Student student - Finland - laarm systems, Soviet 6 months --> happiness; Individuality vs. Alienation

Tyrn Murph - War Essay - loss 2x (or 3x) over gains

harder on younger ones than 14-year-olds

lossing something by staying "here"

generational difficulty, eg., Vietnam kids "owned" by parents

South Central - Chinese Family

Taiwan - moved to Asian community - school/work/skating

Vietnamese lost dreams to come here

El Salvador - Alirio Romero - experience at crossing the border

Mexican - 15-year alone in L.A. to bring children - 4 daughters and 1 son

Armenians - genocide, still wanting to get back

Powerful taking over the less powerful

Iran - students afraid to show faces on camera

- "war is stupid"

September 23, 1993

533 - Multicultural - Religion ---> RACE (group)

Intro

- KWL - Elementary - Inquiry with students

- what do I already Know?

- what do we want to know?

- what have we learned?

RACE - THE GAP BETWEEN

last 5 years 100,000 LEP (limite English Proficiency)

Language - LEP 1992
Spanish 76%

September 15, 1993

Artifacts
religion
common language
customs & practices
child rearing food
music
dwellings
family structure
common history
work -> hunters/gatherers, fisherman, wanderers
stories/rules

Elements of Culture

External:

Shelter
clothing
food
arts/crafts
music/dance
work

religious structures
government
language
geography
protection/warfare
knowledge/science

\ Reflected in our elementary curriculum
/ we sing, eat, dance

Reflection of

Internal:

values
rituals
customs
life-style
worldview
expectation
mores
gender role
belief system

child rearing
family structure
biases
non-verbal comm
Time - "your watch"
American Latin America France Germany
runs walks marches functions

language reflects our way of thinking

Anthropological Perspective:

Culture

What it is:

- Dynamic neither fixed nor static
- a continuous and cumulative Process
- Learned and Shared by a people
- Behavior and Values exhibited by a people
- Creative and Meaningful to our lives
- Symbolically represented through Language and people Interacting
- that which Guides people in their thinking, feeling and acting

What it is Not:

- mere Artifacts or Material used by a people
- a "laundry list" of Traits and Facts
- biological traits such as Race
- the Ideal and Romantic Heritage of a people as seen through music, dance, holidays, etc.,
- Higher Class Status derived from a knowledge of the arts, manners, literature, etc.,
- something to be Bought, Sold or Passed Out

Why take a Multicultural Course: Whats the Point?:

"To see from another perspective"

Banks - Macroculture (American) and Microculture (eg., Mexicans)

large circles with overlapping smaller circles; Microcultures aren't in isolation, let western and eastern thought processes mesh (eg., Koreans and Blacks in South Central following Riots); culture affects

Why It Is Important To Know About Culture

1. Culture is a means of survival
2. All people are cultural beings and need to be aware of how Culture affects peoples' behavior

3. Culture is at work in every classroom
4. C affects how learning is organized how school rules and curriculum

Text definition: Multicultural Ed= M.E. is an idea stating that all students, regardless of the groups to which they belong, such as those related to gender, ethnicity, race, culture, social class, religion, exceptionality

GOALS = A major goal of M.E. is to help students to develop the knowledge, attitudes, and skills needed to function within their own microcultures, the U.S. macroculture, other microcultures, and within the global community.

why Mexican-American take M-A studies - to learn about themselves, because of lack of identity; school reflects larger U.S. macroculture.

The Stages of Ethnicity: A typology:

Stage 6 - Globalism and Global Competency - sees everyone as human being first, then recognize and value differences

Stage 5 - Multiethnicity and Reflective Nationalism - relationships with several cultures, recognize own ethnicity and national identity

- Ethnonational Identity

Stage 4 - Biethnicity - acceptance and being of two different cultures

Stage 3 - Ethnic Identity Clarification - can I.D., value, and recognize limitations of own culture

Stage 2 - Ethnic Ethnocentrism - "my culture can do no wrong" ->

- Ethnic Encapsulation -

<- New Discovery of Ethnicity -

Stage 1 - Ethnic Psychological Captivity = embarrassed of own culture

GUEST SPEAKER: STEVE (MEXICAN-AMERICAN)

remember handouts!

occupation: civil engineering

vocation: community advocacy; amnesty, youth - martial arts

master planning for the first time for the needs of the 660,000 Latinos in O.C. (1/4th population)

Ceremonial Run - 500 Year-Old Prophecy - "prayer to heal our people" - from North, Central and South America - spiritual ways of the people - eg., passing of Cesar Chavez, fasting at UCLA ... spiritual heritage . . . "to bring a healing of mother earth" paradigm shift - indigenous people.

September 22, 1993

Guest speaker: Tak Shindo (Japan)

Everything backwards - traffic, water facet, even language ("to school I go"); automated in terminal in Japan Airlines - Tokyo; top and bottom gap in good stuff; feelings = everything is the same---hurt is the same; difference is in the environment---eg., knowing one another in US = hug, Japan = bow --> everything is hidden; men go out with men and women with women - business, men invite women not invited; noon tea-time while men work; men work late women stay up to wait; working late with fellows, gets drunk, women in bar, women takes him home to his wife, wife thanks women for getting her husband home safely; Osaka to Tokyo - 3hr. trip - no talking; among men all business - even in "social" get together; 100% Japanese workers working 8 to 9pm at Japanese banks in Downtown LA and then return early the next morning; "reason" American cars not sold is American cars are too big for garages and streets - space limitations! Freeways in Japan two lanes not three or six - with intersection monitors and freeway trackers TV sets; writing changed from right to left to left to right since WWII - ancient landmarks the old way; Taiwan and Chinese follow Japan, Japan follow US; differences - Japanese with fork in left hand; facial features---you can't tell without interacting daily!; Served as spy for US with American officers telling then how to tell a Japanese from the Chinese from the "others"; Lost Texas battalion in Europe saved by Japanese-American volunteers (lost more lives than lives saved); inter-racial marriages - ugh! but not just racial hatred but different of opinion; Japanese learn to read American English but cannot speak it (doesn't use "L" or "R") - Americans easily learn to speak Japanese but can't read it; use American Indians as scouts on the front speaking Native language which no one could decipher; war stories: captured Japanese soldier starving told to denounce Tojo and then fed, escapes and then returns with three other buddies; US soldier caught with Chinese woman by Japanese, both forced to dig graves, Chinese shot, US let go; why take shoes off before entering house - to keep the dirt out of the house; family's small = 1.7 children; subway behavior: shooved in leave still in formation; in Japan: good place to live, if you have the money - very little crime, no guns, doors left unlocked, steals money but not merchandise; well-dressed.

Stress education in Japan; entrance exam in Japanese is very difficult, but once you get in it's "easier"; Japanese goes from 8-3 at US school and from 6-8 in Japanese school - now all-day on Saturday to learn the language (US); Update news channel 18, channel 56. Success: understand self and understand the field, eg., Japanese-American singing the blues wouldn't work - or American trying to make it as a Kabuki dancer; finding niche: mixing American Swing music with Oriental percussion or Western ballads or African songs . . . in Japan no gimmicks, straight Swing classic, and another album with traditional Japanese music (Strings background to keep it from sound "too" foreign).

September 29, 1993

Guest speaker: Chris Sandaval

native american, indigenous person, "There's more than one way of looking at things" eg., The White Way and the wrong way . . . some feel guilty over the treatment of the Indians in the past, caution over guilt that it doesn't become resentment remember that "at some point we're all minorities"; how did I learn about own culture through mom---very powerful female influence, mom secretary of California Nat. Amer. group; diversity no accomplished via enrollment but from involvement;

Sunday Oct 10, University H.S. 9-3pm - Indigineous People Day.

Guest Speaker: Ava

Law Student Simon-Greenleaf, good influence of teachers and bad influence --- questioned teachers just to assess their confidence, "are you sure?"----but got kicked out of 7th grade; small person, picked on during younger years; two/third grade no memories folks splitting up; picked on - ran home, dad waiting for her and told to go back out and face them or she'll face them the rest of your life . . . ;

October 6, 1993

Midterm - next week: bring "blue books" or paper with stapler - or - computer(?); what will the test cover - 3 essays with two to write - main topics: immigration; goals of multicultural education; ethnic groups - commonalities rather than differences. Essay question = either address a concept in a classroom setting - or - requested to do staff development in multicultural education (two three-hour sessions); "who would you teach the pledge of allegiance to English only as well as LEP; multiculturalism = equity (racial, gender, exceptionality ...); not "factual" data but how can we make IT work?;

GUEST SPEAKER REVIEW:

PROCESS:

presentation (Shindo)
spirituality (Steve)

CONTENT:

School Experiences (Ava)
non-verbal communications (Tak)

what do they have to tell us

knowledge

attitudes

skills

sensitivity

"I need to know"

Guest Speaker:

Mans

1+ billion = "Peace be all with you"

bias in textbooks - 1988 - Glendale 6th grade textbook; describing how muslims pray, bedouin fall on the ground, rub faces in the sand; 1 1/2 year off to pursue changes needed in Framework (14 made); system allowed one concerned parent to make changes using contribution mode; educating is the job of everyone; --- Holt-Mifflin = one of the best - "moment of time" with a picture encapsulating the unit = people used to represent other cultures but Islam represented by a camel (couldn't find the human element - pictures of "backside" and religious "backwardness"); creating a stereotype; use of images (not careful with results); when it comes to teaching religion, if teachers showed respect to religion in general it would be good; willing to share info . . .

October 13, 1993

(1) Ogbu: - anthropologist wondered why some minorities do better than others, studied immigrant and nonimmigrants (caste-like) groups, found that not all minorities are alike:

1. immigrants: view education as golden opportunity to get ahead - embrace opportunity
2. non-immigrants: distrust of public school system; this leads to discouragement from investing time and effort in education;

* disagrees with cultural deprivation theory

* argues non-immigrants may benefit by adopting "accommodation without assimilation model"

(2) An Indian Father's Plea

1. wants child to succeed in both culture
2. teacher and system stripping son of culture and self-esteem through: ridicule, denying cultural learning already present, lack of cultural understanding by system
3. Teacher needs to be aware of impact by what is and is not said
4. beginning white school but N/a culturally well schooled

(3) Old Order Amish - no electricity, school comes second to family farm, education up to 8th grade only 1 room school house, literacy has different meaning than main stream use. Family has reading time and even pre-school age children participate, even though some may not consider them readers, in family and child's eyes the child can read.

The entire community participates in the "letter writing" activity. All letters follow the same format -

Joe Bustillos
Oct 13, 1993
ED533 MIDTERM:

QUESTION ONE: MACROCULTURES & MICROCULTURES; RELATIONSHIP & HOW CAN SCHOOLS CREATE A POSITIVE RELATIONSHIP?

The Macroculture is the large "common" culture which is often recognized as the mainstream culture. In the United States, the macroculture is often what is referred to when someone talks about the "American" culture. The microculture is the smaller ethnic/racial/religious group. An individual may belong to several microcultures (eg., a Asian Roman Catholic woman).

Affiliation or identification with the macroculture and microculture can be a complex dynamic that is in no way an "Either/Or" understanding. Affiliation or identification is both an individual thing and a group understanding. The macroculture and microcultures may in fact overlap in how they operate, their belief systems, and self-expression.

One of the first things that schools must recognize is that not all students are alike, and conversely all students from group X are not all alike. Identification with a microculture doesn't rubber-stamp the student to a given set of behaviors and beliefs but enables the teacher to better understand the student within the student's belief system. The diversity and differences that the microcultures bring to the school can strengthen the school/macroculture by bringing out the best of what students have to offer. And the unity and commonality of the macroculture/school can offer the students the opportunity to reach across from their own realities to the resources of others.

QUESTION THREE: "TOO MANY OF THEM . . . NOT OUR RESPONSIBILITY"

Depending on my relationship with the teacher, I might ask him when the Public School Charter to educate all school-aged children in California was changed? I might ask him to assess his ability as a teacher and whether his complaint isn't an indication of whether he is up to the challenge of teaching these students. I might ask this teacher what qualities or skills in his students he feels are necessary for him to be a successful teacher? And if those qualities are not present what might the school do to equip the students for "proper" learning (this is especially true were we referring to "exceptional" students that are being mainstreamed---current California legislation requires a certain level of support for the individual teacher who has an "exceptional student" in his classroom).

Chances are such a complaint is more an emotional reaction to "the challenge" of diversity than an invitation to discuss real solutions. Therefore, I might ask for the specific reasons for his complaint and whether this is really an individual thing and not a "that group" thing. Failing all other attempts I might suggest that he consider a change in profession.

QUESTION FOUR: CALIFORNIA DIVERSITY & ITS IMPLICATIONS

Given that LEP representation is approaching 40% in some counties it is obvious that school structure and curriculum must change to reflect this demographic. Some might advocate downsizing the school systems' commitment to LEP and bilingual programs, given the current economic climate. But it might be far better to restructure in order to reflect the actual student population and thus increase the efficiency and effectiveness of our educational system. Greater not lesser commitment to these programs might be the solution.

That the student populations will reflect greater diversity is a reality that California must learn to address. Rather than ignoring this diversity and then wondering why 40 and 50 percent of our student are dropping-out before graduation we should be taking advantage of this diversity.

It begins by recognizing the value of the divergent cultures and allowing students to explore and express that valuing. It begins by giving students the opportunity of reaching across to other groups and gaining from experiencing the values and beliefs of these other groups. It begins by helping students see that being a part of the larger macroculture/school provides these opportunities to broaden their horizons---which would not be possible in isolation. It begins by letting students know that being a part of the larger macroculture/school doesn't have to diminish their affiliation/identification with their own microculture.

October 20, 1993

Denny reflections, San Juan Capistrano beach fight . . . teaching morals. HBO special "I Am the Promise" find.

LANGUAGE AQUISITION: ESL - Cummis, r., Univ. Ontario,

BICS - Basic Interpersonal Communicative Skills = everyday conversation, home conversation, not academic language - 5-6 years to have BICS in place, tip of the iceberg that's all you see, eg, "teacher, can I use the bathroom" may conclude English acquisition - but it's just BICS - what does it mean? BICS = 1. phonology, a sound system is in place; 2. Lexicon = number of vocabulary words 6,000 - 10,000 active and passive vocabulary (what they can produce and what they understand but don't produce); 3. Syntax = grammar, how to use sentences - at school we teach about syntax, the skill was or was not acquired at home; 4. Morphology = the make-up of a word (prefix, suffix, root - to change meaning), mistakes in morphology is over-simplification, mis-applying rules (eg., house and houses - mouse and mice [mice]); four major structure in place by the time they come to kindergarten.

Second language learner (L1 = 5-6 years); L2 = 2-3 years, quicker because of transfer, because they tend to be older - more experience, transfer skills; means

CALP - Cognitive Academic Language Proficiency - L1 = lifelong; how long does it take L2 for catch up and compete with L1 (native speaker) = 5-6 years (this included the 2-3 yrs of BICS). second bell curve, transfer CALP skills waiting for BICS to fall in place; dual language model - iceberg

Balloon model = SUP separate underlying proficiency or CUP = common underlying theory, concern over confusion with multiple language usage - implying that the dominance of one language means the loss of the other; fear the only one language can exist with the balloon but actually the balloon expands to make room for both (L1 & L2);

GLBCH (Gay, Lesbian, Bi-sexual, Concerned Heterosexual)

John Duran, gay spokesperson, gay rights as a first amendment issue, an issue of having the right of self-declaration because one cannot tell sexual-orientation without self-declaration (versus Black/Gender issues which are externally evident) - therefore according to Duran "Don't ask, don't tell" is a sell-out because it gives up the one thing that the movement has in its favor (based on 1st amendment right versus Ethnic/Civil rights) . . .

The role of education, supportive, be aware; sixth grade = watch for the name calling, the calling out;

October 27, 1993

Guidelines on How to write an academic paper

need connections between sections, citing sources = (date) or after long quotations (name, date), no page references necessary; about 5 double spaced pages - not max/min; need one separate copy to be handed in, graded and returned (other group copy is kept in the office);
ORAL PRESENTATIONS - need one (at least) graphic image for presentation - do not read from paper, more informal (can use flash cards), one moderator per group, Q&A = group decision.

ESL Supplemental Credential

ED533 - multicultural (now)

ED534 - theory

ED535 - methods

ESL credential

future ED536 - Sheltered English

LANGUAGE ACQUISITION

BICS/CALP = ice berg theory on the quadrant; in terms of task vertical continuum and horizontal continuum:

Cognitive un-demanding	
dance (with clues) music PE cooking	(without clues) telephone call or messages on refridge (no clues - face to face)
Context-embedded	Context reduced
A	C

(clues)	
Math Reading Science (manipulatives, charts...)	Lecture (without contextualized materials)
Cognitive demanding	
B	D

(Jim Comins) Should be teaching children in Quadrant A & B (A = BICS; B = CALP) and quadrant D = testing (SAT, GRE, NTE . . .)

1. language acquisition part 2 is very similar to LA1 (language processes = listening, speaking, reading, writing); no question about speaking L1 but some re: reading; with L2 put barriers in LA.

2. SUP - separate underlying proficiency - no relationship between L1 and L2 - why so difficult? Comins believe common underlying proficiency - proficiency of L2 should fit proficiency of L1 - old ESL based on Behaviorist theories - eg., reducing whole into smaller sequential parts.

Krashen:

1. Learning versus Acquisition (L=conscious; A=unconscious); if L than you are learning "about" the language versus usage; L = AudioLingual (ALM) or grammar translation; versus learning the way infants - no grammar book or ten vocabulary words a day; 2-3 years of good acquisition of language (early students - twice a week)
2. Comprehensible Input Hypothesis - eg., people speaking on the bus with no clues; need connections or clues (originally developed for speaking, but applicable to writing and reading) - the important part is getting them to communicate. Spend time on acquisition before spending time on "learning."

1. L1 is related to L2
- 2.

EXAMPLE: LESSON IN ITALIAN:

November 3, 1993

Case Study: Donald - 4th grade, mainstream problem, reading/LD two-years;

	STUDENTS	INSTRUCTORS
AFFECTIVE	- wonderful fresh ideas - impressed with kn. & skills - openness willings to share - non-threatening helpful point of view - learned alot from special ed. teachers - collaberative > individual classes	- loved group structure - nervous about risk taking (level of trust with three classes) - If stuck bail out option, help, assistance. - vulnerability
COGNATIVE	- problem solving - critical thinking - trust/rapport - for big issue: eg., L.A. riots - SED classes, cause and effect, social dynamics - LA/SS class role playing - empathy - full inclusion immense involvement	- working with colleagues - power of language - empathy/similarities within differences - risk-taking - empowerment to become expert learners (versus novice learners)

November 10, 1993

Gender presentation:

INTRO: "The Breakfast Club" eg., Girls and Sex ("If you don't do it, you're a tease, but if you do it your a slut")

Girls (Michelle):

girls - traditional roles

young males: developmentally 12 months behind when first brought into the school setting; encouraged to be "rough and tumble" - visual illustration:

"Adjectives Describing Good Male Students:

- active
- adventurous
- aggressive
- assertive
- curious
- frank
- independent
- inventive

Mixed messages about "inside" and "outside" the classroom behavior

Girls and Math:

theory about practices and spacial relationships - similar at younger ages but in middle/late adolescents girls dropped down; perhaps the types of activities that girls are encouraged to do (eg., don't just encourage girls to be good on writing versus math).

Physical Fitness and Women:

(Mel) - can they do physical activities without "compromising" their femininity; the personality shapes the activity versus the activity shaping the personality; prior conflict between sports and social life;

The Nature of Gender in the workplace:

(Susan) Aquinas = women like children; American history = women like other male possesses like cattle;

No discernible sex difference:

- | | |
|-------------------------|---------------------------|
| 1. Analytical reasoning | 8. Subjective Personality |
| 2. Eyedness | 9. Pitch Discrimination |
| 3. Foresight | 10. Rhythm memory |
| 4. Inductive Reasoning | 11. Timbre Discrimination |
| 5. Memory for Design | 12. Tonal Memory |
| 6. Number Memory | 13. Tweezer Dexterity |
| 7. Objective Reasoning | |

some differences:

1. Finger Dexterity - W
2. Graphoria - W
3. Ideophoria - W
4. Observation - W
5. Silograms - W
6. Abstract Visualization - M
7. Grip - M
8. Structural

Gender Bias in the Classroom:

10 key steps for a nonsexist Classroom;

Exceptionality

History:

Public Law 94-142 Individuals with Disabilities Act (IDEA), 1975

Americans with Disabilities Act (ADA), 1990

Culture/Ethnicities:

limited mental exposure, not of the macro-cultural

1. giftedness exists in all societies
2. standardized tests are not appropriate
3. behavior unique to a group can be used to assess.

Social aspect of Exceptionality:

does grouping students effect students? YES

IEP: (Individualized Educational Program) As teachers we must be aware! This program can be in any classroom! Including our own!

Educational aspect of Exceptionality:

"least restrictive environment" - Zero percent club = no minutes for exceptional students spent mainstreaming; 100% club = exceptional students 100% in the main classroom; full inclusion: members of an age-appropriate classroom;

12/8

533 - more3

→ copy of group proj for
Darryl on Disk WPS.1

① basic information

chinese 1800's
NA. — indigenous
Black - 1600's

→ Mexicans 1500's

couldn't testify against a white i can't because they

Belief in intelligence is "static" → there is can't be tested
nothing I can do to improve it.

teachers:

1. caring
2. high expectation
3. context (more important than model)

② Cultural Deficit model

Longitudinal Studies - Nurture vs. Nature

- certain cultures are deficient
problem → treatment (pathological approach)

children are culturally deprived

→ confused that w/ SES.

teachers remediation
to address problems

③ Cultural Mismatch

- some cultures don't match well with mainstream
macro culture. where can we meet compromise

④ Contextual Interaction -

true interaction between the school & the community
decision-making w/ parents is "meaningful" -
culture is dynamic & culture can change/grow when
there is interaction - have to work hard to make it
into a two way street. - teaching the American way.

ED 533
FINAL EXAM, FALL 1993
PROF. ALVAREZ

Drawing from class lectures, students' reports, and reading assignments respond to the following essay questions:

1. According to Carlos Ovando, "language diversity has a strong influence on the content and process of schooling practices for both language minority and majority students". Explain the influence language has on content and process. Include in your discussion, language acquisition, the relationship of first and second language, and the socio-cultural nature of language.
2. Educational practices have contributed to unequal educational outcomes. Discuss these inequalities. Give examples such as tracking, teacher's expectations, instructional practices, curriculum.
3. Choose one from the following questions
 - a. Describe women's ways of knowing. According to the authors of the text, how do women construct knowledge?
 - b. What curriculum approach would be appropriate when issues of religion, sex, gender, exceptionality, culture, and race are to be included?

POWB

ED533

9/1

Goals Assumptions

performance

A or 4.0

Learning

Learning Effort

B but retain information

3 papers
3 PAPERs ON HISPANIC CULTURE

- ① connection { relationship
- ② transfer { moving ideas information from original context/course

video - Immigrants from Central/South America & Asia
Assignment: Reflection - brought children

① Intro - Fred Zom -

coming across

song Celine King

① Asian student.

Friend - alarm system

saved 6 months → happiness

Individuality or American

Dynami Murphy - War essay - won 2x (or 3x) over same
under the older ones than 14 yr-old. —
losses by staying "here",
convenient difficult, → eg. Vietnamese kids "owned" by parents

South Carol - Chinese family -

Tamara - moved to Asian community -
school/work/skating ...

→ Vietnamese lost ability to work hard

(61 Salvador

Alirio Riquero)

experience of crossing
the border

heaven -

15 years alone in L.A. to bring
children - 4 daughters - 1 son

American → suicide

still wanting to get back.

Powerful taking over the less powerful

Iran

- student afraid to show faces on screen
 - "war is stupid"
-

9/8 -

533 - multicultural - Religion

→ Intro

- KWL Elementary - Inquiring w/ students.

- what do I already know?
- what do we want to know?
- what have we learned?

RACE -

THE GAP BETWEEN

LIMITED ENGLISH PROFICIENT

last 5 yrs 10,000 LEP STUDENTS

UNBOMBED - LEP 1992

SPANISH	76%	ARMENIAN	1%
OTHERS	6%	INDOS	
Vietnamese	4%		
Laotian	2%		
Korean	2%		
Cambodian	2%		
Chinese	2%		
Philippino	2%		

LBP BY COUNTY -

LA COUNTY	43%
OTHER	20%
ORANGE	10%
SAN DIEGO	5%
SANTA CLARA	4%
SAN BERNARDINO	3%
FRISCO	3%
RIVERSIDE	3%
ALAMOGORDO	3%
SAN JUAN	2%
TERRELL	2%

used to be

LBP → FEP
Fluent language proficiency

MOST → SPANISH
LARGEST GAP between LBP & FEP

Vietnamese
Korean
Japanese

ORANGE County	1991
Anglo	1%
Asian	12%
Pac. Island	0%
Pacific	1%
Hispanic	33%
Black	2%
White	51%

OCEAN VIEW
NEWPORT-MESA
FOUNTAIN VALLEY

no ALP

GR6V

Ward

FULT VALLEY

Bi-Lingual

with

GRAND VALLEY

Santa Ana

Immigrant

1. Choose to migrate for economic, social, or political reasons
2. Background additive:
 - a) schol success before migrating
 - b) self-advancement as their rewards for school success (minor students, scholarships)
 - c) high teacher expectations (new students vs motivated / model students)
3. May experience prejudice & exploitation -
from black US but view status in Amer. is better than "back home"
eg. Dark Indian from India
- 4) New education is a path for upward mobility
- 5) learns to cross "cultural boundaries" in order to succeed
 - 6 months → group cred. - residence
 - 5 year / 1 state } cannot vote / hold political office
 - ↓ citizens?

Autonomous

1. physical indistinguishable - no diff. from Anglo
2. independent of the majority culture by choice
due to ~~ethnic~~ religion & religious preference
eg. Amish, Mennonites
3. Ethnic Pride
4. Multigenerational support (from grandparents)
5. wage action & prejudice
6. English per

Ex/b / Refugee

Cambodian Refugees
Survived - witnesses of
"killing fields" ...

1. Not Immigrants

2. Fleeing from war-torn / war-torn country

3. Under schooled

- a) high transference
- b) experience Post-Traumatic Stress Syndrome (PTSD) - may require counselling
- c) friendships are superficial
- d) have lived or have known in refugee camps

2-16 years
with no
camp

→ only 4% make it to "free country"
70% give up

4) Experience Culture Shock

(older students do not like being here; develop self-hate feelings. Most cope w/ teasing, hostility, name calling at schools).

5) Family conflicts - culture gap - over acculturation -

- students change names, habits, traditions
- begin to deny contact with their origins

Undocumented workers

Similar to refugee -

left for economic or war

→ diff between refugee & undocumented is
governmental permission or not.

1. Reagan only allowed "refugee status"
for country threatened by communism.
2. not right wing regime from El Salvador
Policy changed from Reagan to Bush

"Illegal" = misnomer - no! written
law not contrary to policy & administration.

1930's restriction → sent back to countries.

CATB - LITB

Ogby.

(not migrant here for years)

1. Physical diff

2. Incorporate into society (voluntarily or passively)
(slavery, conquest or colonization)

3. Permanent residence (no place to return)
→ Black, Mexican, native American

4. Victim of stereotyping (reinforced by media)

5. Inst. & discrimination

- low. may experience years of
discrimination not making it with
- have little role models
- experience high unemployment

①

segregated neighborhood

Joe -

Here is my part
of the project. If
there are any
problems please
give me a call
(812) 441-6565

Kirsten Brown

map-Adler x Andra (gender) 538-5642

map-trav x Sharon (race- elem) (909) 272-0354

~~map-chri~~ x Katie (race- sec)

Christie (SES) 839-4304

James (religion- elem) 650-8969

Joe (religion- elem) 832-7778

map-gail

Gail (exceptionality) 858-0732

(MULTICULTURAL)
IDEA

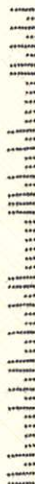
1 PAGE

3:15 WED

PRACTICAL HANDBOOK



Joe Bustillos
17300 East 17th St #J247
TUSTIN, CA 92680



K. Broms
1745 1/2 La Senda Pl
80. Pasadena CA
91030

Poetry dialogue — 086

508 4/30 - Chris/Berry/Allison group
"Ancient Civilization" unit.

- Immigrant topics & citizenship
- how do you involve your next generation to foster ~~democracy~~ to think individually → parallel

rights & duties prior knowledge

Berry: rights - Q&A driven
good crowd language

→ use of videotape → participative

← review → example

Chris: - good brief intro

- excellent demonstration

- good using "why" definition

Allison - review

unit lesson

Q&A → examples < "means" "tools"

Distance - classroom setting / bell ring
- game/choose instead of buzzer

280:200 20/11 - 802

— 11/11

(11/11) 20/11

20/11 20/11

20/11 20/11

TEST LENGTH

20/11 20/11

20/11 20/11

DATE AGE APPROX WEIGHT HEIGHT TESTING
RATE RATE

220
~~165~~
~~2~~

60-80

12/6
16/8

508 - 11/23 CLASS NOTES

new -

12:30 Geography

1:00 Lesson Demo

2:15 Debriefing

2:30 Break

2:45 Social Studies Textbook Review

FINAL → now - LINKER EXAMPLES

EXIT INTERVIEW MID / LAST PART of VAW.

→

Geography THANKS →

508-

4/23

Brain's class -

writer's conferences - with Woo

* 1st draft → * conf ↓
Ideas

* 2nd Draft. (revise)

* confer

* Decide if the content
is ~~set~~ set

* self-edit (with parent
color)

* teacher-edit

* final copy / go public

What is wrong w/
"Bob Smith"

Names → the
sides of other
places -
Chung Woo

Activity: many variations
of what might have
been said? - Ugh -
this is writing more
than I expected -
How does one come to
grasp w/ and emotion
w/o being overwhelmed
by them? Professional
distance? Human concern

507 - idea SAVE OUT SEAS

Food chain - Name two Marines

Predation CUBES
6 - types

roll 20 times
record averages

Hungry wolfth game →
Land on an orange answer

orange question (different
Pruty) - miss question loss
turn/ar 1 step back ...
good stuff / bad stuff along
the way ...

Gender relations

(12)

Contrast $\rightarrow$ taking a multiple wife
as: needs of humans
"mercy of God" - VS. serial polygamy
no suggestive attitude towards

Puritan $\rightarrow$ muslim god is the paradise.

Q. Homosexuality -

N. only hetero within marriage -

hetero or homosexual banned -

sexual contact - sexual touch

sex w/o acknowledging intention.

dating is cover for sex - most important

Family unit most important -

Attraction $\rightarrow$ toward marriage

talk to parents - to talk about contract, marriage.

Islam from spirit Russia = no poverty - good & bad

look & think - ~~proves~~ Creation

Basic part of belief - After death:

Judged down to the weight of an Atom -
but not excuse for inaction → errors
can be forgiven
Paradise

— ~~cannot~~ be judge for what one
doesn't ~~know~~ - judged on another
scale -

challenge ~~then~~ to compare w/
other religions only Muslim
appeals to mind

Divorce - children go w/ mother unless
mother not Muslim
→ go w/ father ~~if~~ -
unless mother remarries

Look of Islam = world unhappiness

fall of mind / think of head

need to lead w/ head

(can need)

child → adult (no adult but not
accountable)

not PR or mainstream
but intellectual people
→ deliver message of Islam